

Title of Material: _____

Publisher: _____

Reviewer: _____

Percentage of Standards: _____

Social Studies for U.S. History 1-- possible 48 (content knowledge & skills)

(Pre-Columbian to Reconstruction)

(Number of Yes checks divided by 48 = percentage)

Idaho Achievement Standards

Social Studies

for

U. S. History 1 – Grade 10
(Pre-Columbian to Reconstruction)



CRITICAL THINKING AND ANALYTICAL SKILLS

Standard – The student will:	Content Knowledge and Skills:	YES	NO
01. Acquire critical thinking and analytical skills.	a. Use visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.	Indicate Page No.	
	b. Differentiate between historical facts and historical interpretations.	Indicate Page No.	
	c. Chronologically organize significant events and people who form the foundation of early United States history and explain their historical relationships.	Indicate Page No.	
	d. Identify an issue or problem of the past, obtain relevant historical data, and formulate a position or course of action on the issue.	Indicate Page No.	

EVOLUTION OF DEMOCRACY

Standard – The student will:	Content Knowledge and Skills:	YES	NO
01. Understand the evolution of democracy.	a. Analyze the difference between direct democracy and the constitutional (representative) democracy of today's United States.	Indicate Page No.	
	b. Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty.	Indicate Page No.	
	c. Analyze the issues surrounding centralized government versus states' rights issues.	Indicate Page No.	
	d. Provide and evaluate examples of social and political leadership in early American history.	Indicate Page No.	
	e. Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/political rights.	Indicate Page No.	

EXPLORATION AND EXPANSION

Standard – The student will:	Content Knowledge and Skills:	YES	NO
01. Understand the role of exploration and expansion in the development of the United States.	a. Trace the spread of early human societies and the rise of diverse cultures in the United States.	Indicate Page No.	
	b. Identify significant countries and their roles and motives in the European exploration of the Americas.	Indicate Page No.	
	c. Analyze and describe the interactions between native peoples and the European explorers.	Indicate Page No.	
	d. Summarize the major events in the European settlement of North America from Jamestown to the end of the 18 th century.	Indicate Page No.	
	e. Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.	Indicate Page No.	
	f. Know the factors that contributed to western expansion in the United States in the early 1800s.	Indicate Page No.	

MIGRATION AND IMMIGRATION

Standard – The student will:	Content Knowledge and Skills:	YES	NO
01. Understand the role of migration and immigration of people in the development of the United States.	a. Analyze the religious, political, and economic motives of voluntary immigrants from different parts of Europe who came to North America.	Indicate Page No.	
	b. Explain the motives and consequences for the involuntary immigration of indentured servants and enslaved Africans to the American colonies.	Indicate Page No.	
	c. Describe the history, interactions, and contributions of the various groups of people that have lived and migrated throughout North America.	Indicate Page No.	
	d. Explain the concepts of Manifest Destiny and its contribution to the migration of people in the development of the United States.	Indicate Page No.	

POLITICAL, SOCIAL AND ECONOMIC RESPONSE TO INDUSTRILIZATION AND TECHNOLOGICAL INNOVATION

Standard – The student will:	Content Knowledge and Skills:	YES	NO
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States.	Indicate Page No.	
	b. Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.	Indicate Page No.	

INTERNATIONAL RELATIONS AND CONFLICTS

Standard – The student will:	Content Knowledge and Skills:	YES	NO
01. Understand significant conflicts in United States history.	a. Analyze the causes and consequences of the French and Indian War (Seven Years' War).	Indicate Page No.	
	b. Identify and analyze the causes and consequences of the Revolutionary War.	Indicate Page No.	
	c. Identify and analyze the causes and consequences of the War of 1812.	Indicate Page No.	
	d. Explain how the westward migration impacted Native Americans.	Indicate Page No.	
	e. Identify and analyze the causes and consequences of the Civil War.	Indicate Page No.	
	f. Identify key leaders and significant events that influenced the outcome of the Civil War and the continuing relationships between northern and southern states.	Indicate Page No.	

CULTURAL AND SOCIAL DEVELOPMENT

Standard – The student will:	Content Knowledge and Skills:	YES	NO
01. Understand the cultural and social development of the United States.	a. Know the different cultural and social influences that emerged in the North American colonies.	Indicate Page No.	
	b. Describe the experiences culturally, ethnically, and racially different groups trying to assimilate as part of American society prior to the Civil War.	Indicate Page No.	
	c. Know the common traits, beliefs, and characteristics that unite the United States as a nation and a society.	Indicate Page No.	
	d. Analyze the issue of race in the social and cultural development of the Pre-Civil War United States.	Indicate Page No.	

FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM

Standard – The student will:	Content Knowledge and Skills:	YES	NO
01. Understand the foundations and principles of the American political system.	a. Identify and explain the role of the Ideas expressed in such documents as the Magna Carta and the Mayflower Compact on the development of constitutional democracy in the United States.	Indicate Page No.	
	b. Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.	Indicate Page No.	
	c. Identify fundamental values and principles as expressed in significant writings and speeches such as The Federalist Papers, Washington's Farewell Address, and Lincoln's Gettysburg Address.	Indicate Page No.	
	d. Evaluate issues in which fundamental values and principles are in conflict such as conflicts between liberty and equality, individual rights and the common good.	Indicate Page No.	

ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT

Standard – The student will:	Content Knowledge and Skills:	YES	NO
01. Understand the organization and formation of the American political system.	a. Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.	Indicate Page No.	
	b. Know how and why powers are distributed and shared between national and state governments in the United States.	Indicate Page No.	

CITIZEN RESPONSIBILITIES AND RIGHTS

Standard – The student will:	Content Knowledge and Skills:	YES	NO
01. Understand that all citizens of the United States have responsibilities and rights.	a. Know the factors that have influenced American voluntarism such as colonial traditions, frontier conditions, and religious beliefs.	Indicate Page No.	
	b. Explain the relationship between individual freedom and personal responsibility in the United States.	Indicate Page No.	
	c. Describe ways in which citizens can participate in public life.	Indicate Page No.	

ECONOMIC FUNDAMENTALS

Standard – The student will:	Content Knowledge and Skills:	YES	NO
01. Understand basic economic concepts	a. Describe the economic characteristics of colonialism.	Indicate Page No.	
	b. Know the economic motivations for the constant expansion of the western border of the United States.	Indicate Page No.	
	c. Explain how the human and material resources of the Union and Confederacy affected the course of the Civil War.	Indicate Page No.	

ECONOMIC INFLUENCES

Standard – The student will:	Content Knowledge and Skills:	YES	NO
01. Understand there are many influences on economic systems.	a. Know the economic policies of England that contributed to the revolt in the North American colonies.	Indicate Page No.	
	b. Explain the role of government policy in the economic development of the United States.	Indicate Page No.	

GEOGRAPHY

Standard – The student will:	Content Knowledge and Skills:	YES	NO
01. Understand the spatial organizations of people, places and environment on the earth's surface.	a. Develop and use different kinds of maps, globes, graphs, charts, databases and models.	Indicate Page No.	
02. Understand the migration and settlement of human populations on the earth's surface.	a. Describe ways in which human migration influences character of a place.	Indicate Page No.	
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Analyze ways in which humans respond to their physical environment.	Indicate Page No.	